

LE interview with [REDACTED] 1 28 13

Review role of EOO, no retaliation, not confidential yet try to keep close-hold

She got all her accommodations. Will forward accommodation letter to me.

Understand syllabus and grading system

I have high standards and so does most of the department. Most of the [REDACTED] has a high grading scale.

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

I offer extra credit and I give a lot of latitude and don't want to get into a discussion with someone that they missed a percentage point. I don't know how other people grade. It is my understanding that I can have + or - or not under academic freedom.

I gave her 10 pts extra credit when she did not deserve it. 1 or 2 percentage points equates to like 8 points or so. So if I did not give her extra credit so would be a low C. she should have gotten a C- b/c she did not follow directions. The directions were to do something with diversity and she went to a club meeting. I'm feeling really frustrated. I did all this extra for her and now I'm in this situation.

In a prior quarter she dropped below. She is making this sound like this is the one situation. She failed the class. I don't know but she failed this class. Maybe she got a low C but I know she was removed from the program already once. She is making it sound like she has been dropped from the program just because she did not get her test back in time. She used her one pass if you will. She got a C, she didn't fail. This is the class that she failed before- I think this is it.

Understand if and why [REDACTED] did not get back test #2 until 20 minutes before taking test #3

When did other students get back test #2?

I don't remember when students got back materials. I can't remember what the situation was. If she said she didn't get her test back in time for the next quiz then she didn't. the questions are the exact same for test 2 and 3. I gave those questions out in class.

Class met in the evening.

For test 3 [REDACTED] gave a review.

She thinks getting quiz 2 back sooner would have helped her. I don't think it would have. That is what it boils down to.

Quiz 4 she got an 82% which is a low C

Why did [REDACTED] get her test back later than the other students? (was it because of logistical difficulties of her taking test day after other students and at the testing center? When could [REDACTED] get [REDACTED] test from the testing center?)

One time I went down on a Friday and got some materials, I don't know if hers were in there. Somethings I got things scanned to me.

Class met on Mondays.

[REDACTED] would maybe pick them up...LE could talk to her to see how that process worked. I did not get tests from testing center.

If [REDACTED] had gotten test #2 back sooner and understood the feedback, would she have done better on test #3? [she says she got an 89 on test #4, did well b/c understood the feedback from test #2].

She got a 33 out of 40, that is an 82.5 (not an 89) like she said to LE.

If she sat in on the review for test 3 then she would have heard me say to focus on the rationale.

1st part of quiz 4 was the same as 2 and 3, other part was culmination where several students were missing concepts.

Understand if [REDACTED] had to change test for [REDACTED] b/c she took at testing center after other students. [REDACTED] says [REDACTED] said, "If you are going to take the test tomorrow, I am going to have to completely re-write this test." [REDACTED] said tests 2 3 and 4 were exact same when talked to SGS/LE on 1/25]

She would not have the same problems, if you do not take the test on the same days as the other students b/c someone in class could tell her what is on the test. The questions on test 2 and 3 were the

same. It is “what is the problem you see here?” what is the error? What would you teach? How would you monitor progress?

Class was [REDACTED]

The problems the [REDACTED]

[REDACTED] .
[REDACTED] These would stay the same:

“what is the problem you see here?” what is the error? What would you teach? How would you monitor progress?

I was teaching the same class on campus and off campus. I did make up different tests for other students. It is routinely done.

Understand the portfolio and unit in the beginning of class. [REDACTED] says rest of class had opportunity to make fixes and improve their grades and she did not.

Nobody did that. you turned in the unit once. She emailed me a couple of times, please grade my unit so I can make my changes. She did not get it back with others but it would not have made a difference.

If you do not turn assignment in on time, it goes to the bottom of the pile. I grade the people who turn things in on time first.

Survey- part of senior project, culminating capstone project.

Specific- an assignment - a specific level test.

Unit

Portfolio

Para= para pro plan

If you turn in things the day before something is due, then no time for feedback. I need a week to grade portfolio, if you turn things in later, then I don't have time to turn everything around so they could re-submit prior to presentation.

In her email, she said you gave me permission to turn things in late, she is way late, Nov 23, she is turning in these beginning pieces due much earlier in the quarter, asking me to review so she can turn in again on the 26th. I'm not going to grade it b/c I'm trying to grade other items. For everyone, there were no re-writes on the unit. It was not part of her accommodation to get extensions but I gave it to her on the assignments.

The survey, specific, and IEP you turn in on different dates and I give feedback and then you turn in everything with portfolio on 11/26. As time goes on, you learn more about [REDACTED] and you

can get feedback. [REDACTED] got the most extra time. I'm grading her things so close to the 26th. [REDACTED] scanned in everything.

Understand why [REDACTED] gave her 10 extra credit points. Did rest of class have this same opportunity?

In all my classes I offer that if they go to a diversity event b/c we are about engaging discussions about diversity. They can do 2, 5 pts each. They don't have to write anything. They are off campus so I email a list of CEED videos and you had to watch it from someone from class- thought to engage in some kind of conversation. She did one and wanted another extra credit opportunity. She wanted to do something at her children's school, a club meeting, did not have anything to do with what the point of the extra credit was, she was already going to this meeting, not the point of extra credit. I should not have done this. I was trying to help her out.

Anyone else [REDACTED] recommends EO talk to? [REDACTED] suggested [REDACTED], assistant]

[REDACTED] did her job well.

Any relevant paperwork for EO to review?

Emailed to LE.

When we had a grievance meeting, there is a piece in the catalog if you feel grading was capricious and arbitrary, I said if you would like to graduate with a [REDACTED], I will help you, I believe you have to register for classes and I would be willing to do an independent study and I would help you pursue jobs for people without a [REDACTED]. I've been trying to work with her. She did not want to do that. I am not willing to do that now.